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CHILD

*** Monthly Bulletin ***

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Public-Health Services in the Clark County Defense Area

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Health Services in Hawaii

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General Advisory Committee on Protection of Young Workers

U. S. DEPARTMENT OF LABOR
CHILDREN'S BUREAU

MAY 1942



THE CHILD

MONTHLY BULLETIN

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THE CHILD is published monthly by the Children's Bureau, United States Department of Labor. Its publication was approved by the Director, Bureau of the Budget, May 12, 1936, to meet the need for an exchange of information between the Children's Bureau and the various agencies actively engaged in furthering the interests of children. It contains articles, brief reports, news items, and reviews of new publications relating to current developments in the fields of child health, child welfare, juvenile delinquency, and the employment of minors in the United States and in other countries.

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UNITED STATES DEPARTMENT OF LABOR

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CHILDREN'S BUREAU

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• **CHILD WELFARE** •

• **SOCIAL SERVICES** •

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Factors in Planning Community Day-Care Programs

BY EMMA O. LUNDBERG

Director of Special Projects, U. S. Children's Bureau

WHY ARE FACTS NEEDED?

COMMUNITY programs for day care of children of mothers employed in defense areas should be planned so that they will meet actual needs as economically as is consistent with good standards of service. Day care is a serious venture in child-welfare services and should not be undertaken by sporadic groups whose activities are not related to a coordinated community plan.¹ As a wartime measure, women with young children should be enabled to do work for which they are urgently needed in war production or in other occupations essential to the national defense without sacrificing the health and welfare of their children. Provision of day care is a measure of very great importance in defense areas where a real need exists for employment of all available women, including those with household responsibilities.

The first requirement in planning for a community day-care program is to have a clear understanding of the function of day care in relation to the present emergency. Provision for the day care of children whose mothers are employed in defense industries or in other occupations necessary for the national defense must be planned on the basis of existing and prospective needs of school-age as well as pre-school children of mothers who cannot otherwise make suitable provision for their care and supervision. It is necessary to differentiate between day care for children of working mothers—that is, care and supervision throughout the working day—and the various forms of desirable provision for children who, because of crowded living conditions or for other reasons, need wholesome activities away from the home during part of the day to supplement the facilities of the home.

Two interests must be given due consideration in planning community day-care facilities: Production necessary for the national war effort and the needs of individual families and children. It is not a question of priority of the one or the other of these interests. The needs of essential industries must be served; children must not be deprived of home care needlessly, and they must be safeguarded if the mother is away from home. These objectives can be attained only if community action is based upon thorough knowledge of the various factors involved in employment of mothers of young children.

The community program for day care of children of working mothers will not help in meeting the needs of war industry unless it makes available the work of women who are actually needed for war production or other essential work. It will not benefit children unless safeguards are provided against needless shifting of responsibility for their health and welfare.

EMPLOYMENT OF MOTHERS OF YOUNG CHILDREN

The logical first step in ascertaining the need for day care of children of working mothers in a given community is to obtain information in regard to the present situation and the plans for the immediate future with regard to employment of women. Employment of women in defense industries or other occupations is not in itself a gage of the extent to which mothers of young children will be so employed, but it is inevitable that a demand for women workers will lead to employment of a considerable number of women who are mothers of young children. The relative proportion of these women will depend upon many factors, such as employment policies of individual plants and the labor supply available to the industry. It is necessary, therefore, to study the industrial needs in the area, the available labor supply, and employment policies bearing on the problem.

¹ See *A Community Program of Day Care for Children of Mothers Employed in Defense Areas*. Reprint from *The Child*, January 1942, pp. 152-161. Children's Bureau, Washington, 1942.

When the labor supply is limited so that it is necessary to recruit women to do work ordinarily done by men or when certain types of work can be done by women with equal or greater skill, it is probable that married women with families will be drawn into industry. In areas where housing of workers presents special difficulty all labor available in the community, and sometimes within a large radius, must be utilized. In such areas it is inevitable that workers will include a much larger number of married women with children than in communities where war industries have a less limited labor supply from which to draw workers. Each community, therefore, presents individual problems which must be understood if there is to be intelligent planning for day care of children of employed mothers.

Just as the industrial situation in defense areas is subject to many changes, so a community day-care program cannot be static. Even though war production industries in a given area may be working at full capacity, various contingencies may affect the situation so that it will be necessary to employ increasing numbers of women who have household responsibilities. In many areas it is known that large numbers of women will be employed when war industries reach full operation, and in some communities plants are now in process of conversion for war production. The extent to which women with young children will be employed can be estimated only in general terms, and the program for day care of children must be planned tentatively on the basis of probable needs. Even when it is impossible to obtain specific information until the plants are actually employing labor, counseling service might well begin to function and some day-care facilities should be planned so that when they are needed they may be established without undue delay.

Not only in war production industries but also in many allied occupations and in other manufacturing and business enterprises in defense communities will the employment of women be needed. Men are being drawn into war industries and their places in other manufacturing and business enterprises are being taken by women. Many of the places held by men who have entered the military service are being filled by women, and growing populations of defense areas create increasing needs. All these conditions should be included in the study of community requirements for adequate day care of children of working mothers.

Not all employment of mothers, however, necessitates full-time day care for children. When the day-care facilities are designed to

provide for children whose mothers work in war industries or in other occupations with long hours they must be equipped to give care and supervision throughout the working day. Certain other occupations in the community do not require the same range of hours and the needs of the children may be met under a modified schedule. A fact-finding study must take into account various types of situations, in order that care may be provided in accordance with actual needs.

Work shifts in defense industries present special difficulties, and an effort should be made to secure an arrangement whereby mothers who have responsibilities for the care of young children may be assigned to daytime shifts. If this cannot be done it may be possible for these mothers to obtain work in other occupations which will enable them to perform the double task of work away from the home and care of their children before and after their working day. Neither the child's health nor that of the mother could long stand the strain of the kind of program that has been proposed in some communities. Hours of employment and working conditions must, therefore, be studied in relation to plans for provision of day care.

Sources of information in regard to the need for day care in a community and the main items which should be covered in a study of employment of women in war industries are listed in the reprint *A Community Program of Day Care for Children of Mothers Employed in Defense Areas* (see footnote 1). The study should also include occupations other than those in war industries in such detail as may be desirable in view of the local situation.

NEEDS DISCOVERED THROUGH COUNSELING SERVICE

"Counseling service should be provided as a vital part of the case-work service which should be available to parents who need help in planning for the care of their children and those who need continued guidance and assistance in order that the welfare of their children may be assured."²

Situations coming to the attention of a central counseling service or of agencies giving such service will provide the most concrete information in regard to need for day care and the types of care required in the community. When several agencies in the community furnish advisory assistance to mothers who are

² See paragraph on counseling service in *A Community Program of Day Care for Children of Mothers Employed in Defense Areas*.

working or who are considering employment, their services should be coordinated so that there will not be diversity of policies. The central counseling service should receive from all such agencies reports on applications for care of children whose mothers are employed and the disposition of these requests.

STUDY OF EXISTING RESOURCES FOR DAY CARE

Employment of mothers of young children is already a very serious problem in many communities, where immediate action is necessary. In almost all cities there is some provision for day care. It is the part of wisdom to utilize existing resources to the fullest extent even though it may be necessary to make additional provision as rapidly as possible to supply urgent needs. The administrative experience of day nurseries and other facilities should be a valuable asset in planning adequate provision for day care.

Study of the standards of care in day nurseries and other day-care centers under whatever auspices conducted, of the types of service they are giving, and of the needs they are meeting is an important part of a fact-finding survey. If the standard of service makes it advisable to consider extension of present facilities, inquiry should be made into the practicability of extending these services.

The day-care program of a community should make provision not only for day-care-center or day-nursery type of care for preschool and school-age children, but also for care and supervision before and after school. It is, therefore, essential that study concerning needs and available resources should include neighborhood houses and settlements, recreation centers, and activities conducted by churches and other organizations which may be utilized in providing for children of school age. This should, of course, include inquiry concerning provision made by public and parochial schools for care and supervision of school children during hours when their mothers are away from home.

In many cities, in preliminary exploration of the day-care problem, special committees of councils of social agencies or local defense councils, in order to obtain information concerning the situation in the community, have been receiving reports from day nurseries, nursery schools, family-welfare and child-welfare agencies, neighborhood houses, and other organizations in regard to applications for day care and requests for information or assistance. The fact-finding group should take immediate steps to obtain such information on a uniform plan which will provide adequate data and will show whether the individual sit-

uations appear to require day care for children whose mothers are employed or seeking employment or whether other forms of case-work service are indicated.

Suggestions in regard to study of day-care services given by various community agencies and the needs discovered by them are included in the reprint already referred to in a section entitled "Study of Existing Resources for Day Care."

SOURCES OF INFORMATION CONCERNING SPECIFIC DAY-CARE NEEDS

It has been suggested that the first step in a study of the community's need for day-care facilities is to determine the present and prospective extent of employment of women in defense industries and in other occupations essential to the war effort, and insofar as possible to ascertain the extent to which women who have young children will be needed for this work. It is also necessary to obtain information on policies relating to employment of women in war industries.³ General plans for a community day-care program can be developed on the basis of facts so obtained, and in some communities, especially in areas where war industries are established in small, rapidly growing centers where no resources exist for the care of children, it will be necessary to undertake at once to establish some projects for certain types of facilities.

Knowledge of the approximate extent of employment of women with young children is only a small part of the problem. In order to establish day-care centers and other services for the care and supervision of children of employed mothers it is necessary also to know where these facilities should be located in order to be available to those who need them. The workers in many war industries come from large areas and from surrounding towns and cities. In order to be within reach of the mothers before and after their work, day-care centers should be located so that an undue amount of time, energy, and travel cost is not involved.

Before-and-after-school facilities for school children of necessity must be located in or near the schools which the children attend. Resources for care and supervision of school-age children should be either near the home or in the vicinity where children of preschool age are cared for so that a mother may not have too great difficulty in leaving children of preschool and school age in the morning and tak-

³ See statement distributed by the Children's Bureau entitled "Policies Regarding the Employment of Mothers of Young Children in Occupations Essential to the National Defense."

ing them home when her work is over. These problems involve not only questions of location of day-care facilities but also the practicability of utilizing various types of care. For example, in some cases foster-family day care or service in the home during the mother's absence may be indicated as the desirable method, rather than the use of a day-care center or day nursery. It will sometimes prove impracticable to arrange for the mother's employment because the health and welfare of her children could not be assured through any day-care resources which could be made available.

Fact finding must also be concerned with situations which arise when families do not recognize the need for safeguarding their children during the mother's absence from the home. Even when they are informed about day-care facilities some families, for one reason or another, do not avail themselves of such care, and the safety and health of their children may be endangered or the children may become wayward because they are left to their own devices. These conditions must be discovered, and the parents must be helped to make arrangements for the proper care and supervision of their children.

The problems which have been mentioned make it essential that a survey of the employment situation and other general factors shall be supplemented by inquiries which will obtain specific information needed as a basis for expanding existing facilities and creating new ones. Communities now actively concerned with the problem of care and supervision of children whose mothers are away from home because of employment have utilized various methods of obtaining information. Most of them have had in mind the needs of school-age children as well as of preschool children. Some of them have obtained information which gives a general idea of the extent of the problem but which lacks specific facts needed in order to plan the location of day-care centers and the types of other services that may be required. Many of these facts will not come to light until some day-care facilities actually become available and families have had an opportunity to make the arrangements which seem to them to be desirable, but as much specific information as practicable should be obtained in any fact-finding study.

The inquiry to ascertain the need for day-care facilities should differentiate carefully between need for full-time care and supervision of children whose mothers are employed in occupations with long hours of work and need for activities during part of a day or intermittently. It is uneconomical, both in expenditure and in personnel, to utilize day-care

facilities for children whose needs may be provided for adequately by nursery schools, play centers, child-development centers, and similar activities. Provision is urgently needed for such part-time care, especially in communities in which families live in trailer camps or under other conditions that make it desirable to provide care and training for the children away from the home. When the mother's hours of work are short or when there is a responsible adult in the home who can look after the children most of the day, the care required by children of employed mothers may be supplied in this way. But in general this type of provision does not meet fully the needs of children of working mothers, and facilities that supplement the home should not be confused with provision of day care, which is a substitute for the child's home during the mother's working day.

Mention has been made of the importance of information from counseling service and from existing day-care resources as sources of data. Among other methods which have been used in securing information regarding needs that must be met through various types of day care are:

(1) Surveys of limited areas of a city in which employment of mothers appears to be prevalent, through obtaining general information and as much specific data as possible from welfare agencies, health agencies, labor organizations, churches, schools, and various groups located in the area or knowing conditions there.

(2) Inquiry covering a housing unit or units, to get information about children of employed mothers and provision made for their care.

(3) Inquiries among women employed in war industries. Information should, if possible, be obtained from the women themselves by some method which does not involve the employers. This might be done through training classes for war workers, labor unions, or other organizations. Information might also be obtained through questionnaires to be distributed directly to women employed in certain industries by representatives of the fact-finding group and returned to them sealed. It is necessary to avoid any implications that the information given will affect employment.

(4) Questionnaires distributed through schools, to be taken home by the pupils and filled in by the parents.

All questionnaires or other forms on which information is recorded as a basis for plans to meet actual needs for day care should include at least the following items:

Name and address of the family.

Is the father employed?

If the mother is now employed, where does she work?

What are her hours of work?

If the mother is not now working, but intends to secure employment, where does she expect to work?

Ages of all children in the household.

For children attending school, name of school; for children employed, place of employment and hours of work.

Older children and relatives or other adults in the household who are not working and who may look after the young children during all or part of the day.

If the mother is now employed, are her children of preschool age cared for in a day nursery, a nursery school, or some other center?

Are they cared for by relatives or neighbors?

Are they cared for in some other family home through arrangements made by the mother? By a child-welfare agency?

Are they looked after in the home by an older child (sex and age), or by a relative or other adult? By neighbors?

Does the mother want advice or assistance in securing day care or in finding more suitable care for her children?

If the mother is contemplating employment, how will her children be looked after during her absence? Does she want help in obtaining suitable care? What type of care would she like for her children?

Questions in regard to family income and the amount which the family could pay toward the maintenance of the children in a day-care center, in a foster-family home, or through other type of provision can well be omitted from this inquiry. These are matters which should be gone into when the children are received for care—in accordance with policies which have been determined by the agency providing care. Provision of day care and quality of service should not depend upon the parents' ability to pay; the only consideration should be the kind of care needed by the children. It may be desirable, however, to obtain some facts in regard to the family's economic status, race, religion, mode of living, and other conditions which need to be known in order that the child may be placed in a group or in a foster family in which he will feel "at home."

THE BACKGROUND OF FACT FINDING

Planning for study of day-care needs in a community and interpreting the findings require a broad understanding of the objectives of day care and the principles which are essential to maintenance of the health and welfare of mothers and children. If the community program for day care is not founded upon policies which will promote the well-being of the individuals concerned and which will conserve the interests of the community, facilities provided for day care may create more problems than they solve.

Day-care centers or other facilities do not of themselves solve the problems of working mothers; sometimes they may even complicate situations. Those giving counseling service must be equipped to differentiate between situations which indicate need for day care and situations which should be dealt with in a very different way. It is equally necessary that

those engaged in fact finding shall be able to distinguish between situations which indicate need for day-care service and those which may require other kinds of help.

An illustration of the difficulty involved in fact-finding studies has recently come from England where, in a house-to-house canvass, a large number of women answered "yes" to the question whether they would take defense industry jobs if provision were made for care of their children; nevertheless, when the facilities became available many of these mothers had made other arrangements for the care of their children. Another suggestion which has come from England within the past month or two is that unless there are unusual circumstances it is not advantageous for a mother of more than one or two children to be employed if her children must be cared for in a day-care center, since the work of the mother will not compensate for the personnel required to look after her children.

A point of view resulting from English experience is stated in the following excerpt from *Mother and Child* (London), March 1942:

What is a day's work? * * * *Mother and Child* is particularly interested in the problem as it affects women with children. What is a full day's work for them? * * * A married woman with children for whom the Government has provided the luxury of a day nursery * * * has to get to work by 7 o'clock, but, before she goes, she has to get the children up, prepare the younger ones to go to the nursery and the older ones for school; make the breakfast for the family, take the "under 5's" to the nursery, and then go to work. If she is lucky she may get home at 5 o'clock. If she is doing overtime she may not get home until 7 o'clock. On her way home she has to fetch the "under 5's" from the nursery, prepare tea for them, get supper for her husband, and do all the household work. It immediately becomes plain that the married woman with children has at least 4 or 5 hours' work to do, apart from her work in the factory.

What is the answer to all this? It is that in making arrangements for placing married women with children in factories account must be taken of a woman's household duties. She should not start her work in the factory until 9 o'clock, and she should be home by 4:30. Nor is this suggestion so uneconomic. It will save all the expense of the labor associated with maintaining nurseries from 7 o'clock to 9 o'clock in the morning and from 5 o'clock until 7 o'clock in the evening. * * *

Important as all this may be, it plays a secondary part to considerations of health. It cannot be, and it is not, right for a young child to be taken out of bed at 6:30 in the morning, hastily clothed and fed and possibly washed, and hastened in all weather to a day nursery. Nor can it be right so to separate mothers and their children that they meet only at week ends. War is war and there are a lot of things one has to do which would appall one in peacetime. If such actions be necessary and calculated to win the war, then we must still our voices. But if they be uneconomic, then the sooner they are considered in the light of fact the better.

Washington Trains Volunteers for Day Care of Children

By ALICE COE MENDHAM

Chairman, Emergency Committee for Day Care of Young Children, Washington, D. C.

Thirty-five students have now completed the lectures constituting the first part of the first training course for volunteers in child care to be given in the District of Columbia, and are doing practice work under guidance.

The training course for volunteers was initiated in Washington by the Council of Social Agencies. It was organized and carried out through the cooperation of several interested groups in the community: The Emergency Committee for the Day Care of Young Children;¹ the Civilian Defense Volunteer Bureau; the American Women's Voluntary Services; the Women's Auxiliary of the Congress of Industrial Organizations; and the Association for Childhood Education.

First Steps.

As a first step in organization a meeting of interested groups was called to make a general plan. This was attended by representatives of the health department, the local child-guidance clinics, and child-welfare agencies, and by medical-social workers and preschool specialists. It was decided to address the course toward training nursery-school aides, since an important need in Washington is for additional facilities for day care of preschool children and for expansion of existing facilities with the use of volunteer personnel. From the large organizing group was appointed a curriculum committee, a committee to interview volunteer candidates, and a publicity representative. This smaller group of committees became a steering committee which managed and planned the working arrangements for the course.

Before a large representative group is called together it is essential to have tentative plans clearly outlined for discussion; and to have well in mind the particular needs of the community involved. Placement of students in nursery schools for practice work also presupposes a thorough survey of existing facilities for nursery care, such as had been made by the Emergency Committee for Day Care of Young Children in the metropolitan area of Washington.

Selection of Volunteer Students.

The training course was limited to 50 students between the ages of 21 and 50 years

(those accepted in the upper age group would have to be vigorous in body and flexible in mind) with at least high-school education. Appointments for personal interviews with applicants were arranged by the committee through the Civilian Defense Volunteer Bureau, the American Women's Voluntary Services, and the Women's Auxiliary of the Congress of Industrial Organizations.

The interviewers on the committee were professionally trained social workers who gave time for this purpose. A trained nursery-school specialist helped with each interview, so that questions on the work involved could be answered directly. Candidates who were obviously unfitted for work with children were discouraged from taking the course and urged to go into other kinds of volunteer work. Women who were found to have any emotional or nervous instability, any fixed ideas on child management not in harmony with modern procedures, or any serious physical defects were considered ineligible.

Volunteers were asked to give 3 half days of work per week in a day-care center after the period of training. This time requirement was a factor in eliminating some of the applicants.

Time and care spent in interviewing candidates at the beginning save much time and effort in the end for both volunteers and those giving the course. Fifty-seven students were enrolled, with the expectation that some would drop out. Thirteen students did drop out: 4 because of illness, 4 because they moved out of town, and 5 for financial reasons, such as getting a paid job, or finding car-fare expenditures beyond their budget.

Curriculum Planning.

The curriculum committee, consisting of professional nursery-school teachers and social workers, planned 10 lecture-discussions, covering briefly the main points of emphasis in nursery-school training (see outline, p. 287).

For each lecture a specialist in the field was chosen to talk for 45 minutes, after which there was a panel discussion with questions from the students. The panel was designed to include a nursery-school teacher, a social worker, a pediatrician, and an additional specialist in the particular field under discussion. The chairman of the committee, a nursery-school specialist, was appointed to coordinate the course generally as well as to give the lectures on nursery-school techniques.

¹The Emergency Committee grew out of the Advisory Council on Preschool Education, which was reorganized to conduct a survey of preschool facilities and to maintain an information center on day care of young children.

Field Trips.

A series of field trips for observation was planned in connection with the lectures. The most feasible way of handling these trips was to divide the students into groups of 10 or fewer and to make appointments for each group with the school or clinic to be observed. Former nursery-school teachers accompanied the students on trips to point up discussion and observation.

Contacts with child-welfare clinics and nursery schools were made well in advance to assure full cooperation of the staff and adequate room for the observers. The places chosen for field trips were picked carefully for the learning opportunities they presented. Where possible the observations were scheduled to follow immediately the lecture on the subject, e. g., a visit to a nursery school at the meal hour was made after the lecture on nutrition.

The lecture-discussions were given 2 mornings a week, and the field trips were made on a third morning. Thus the lecture and observation part of the course took 5 weeks.

Field trips and observations

1. Nursery school—function of teacher in play situation.
2. Clinic at Children's Hospital—children from babyhood to 6 years, where guidance in both psychological and physical care is given to mothers.
3. Meal hour at the nursery school.
4. Routine of child's day in the nursery school.
5. Staffing of case at Child Guidance Clinic.

In the middle of the course a written paper was assigned to the students on the basis of subjects discussed, suggested readings, and observations. After going over the papers, the training staff met to evaluate the techniques and procedures used in training adults in a field new to them. It was decided to discontinue the panel discussions after the lectures and to substitute discussion groups of 10 to 15 students, each with a discussion leader. Par-

ticipation of students in discussion is particularly important in adult education if there is to be a real learning process.

Practice Training.

A personal interview with members of the executive committee was arranged for each student to determine whether or not she should be admitted for a 50-hour practice period of training in actual nursery-school situations. As a result of this second interview a few more students were eliminated for various reasons. Thirty-five students were placed in private and settlement-house nursery schools for practice work under guidance.

Under arrangements with the nursery schools that had been selected and asked for cooperation, a preliminary period of observation for the students with explanation of routine and procedures precedes any actual work with children. Each student is given rotating assignments with each age group in sequence and helps the children at the toilet, in washing, at meals, and with each part of the program so that she will have experience with the full day program. The students have a weekly conference during the practice period with the head of the school and a representative from the training-course staff to discuss problems arising in the work.

It is important to consider the convenience of the volunteer students in making practice-teaching assignments, as to both location of the school and hours that fit into individual schedules. This is a lengthy process but well worth the effort in preserving the student's feeling of enthusiasm for the work.

Handbook.

For the students' permanent use a handbook is being prepared containing a digest of the lectures given as well as other comprehensive material on child care. Some of the Children's Bureau pamphlets are included.

OUTLINE OF LECTURE-DISCUSSIONS

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Orientation, by nursery-school specialist.
Why nursery school?
Observation techniques.
Relation to general child-welfare program. 2. Physical growth and development of the young child, by a pediatrician from the health department. 3. Nutrition; planning low-cost menus for the young child, by a nutritionist. 4. Mental growth and development of the young child, by a psychologist from the Children's Hospital. 5. General principles in management of children, by a nursery-school specialist. | <ol style="list-style-type: none"> 6. Habit formation, by a nursery-school specialist. 7. Social and emotional development of the young child, by a psychiatrist from the Child-Guidance Clinic.
Nursery-school routine adapted to growth of child.
How a nursery school plans its program to meet physical, mental, social, and emotional needs. 8. Importance of play in the young child's day, by a nursery-school specialist. 9. Special emergency situations, by a nursery-school specialist. 10. Community responsibility and services, by a social worker. |
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Placement of Trained Volunteers.

Actual placement of students as volunteer workers in day-care centers is made by a committee consisting of a representative from the Civilian Defense Volunteer Bureau, the American Women's Voluntary Services, and the training-course staff which includes a representative of the Council of Social Agencies. Requests have already come in from the settlement-house nursery schools and other community groups for trained volunteers. The students will be placed according to the needs of the individual centers, with consideration

for the volunteer's own preference and convenience.

In general a training course for volunteers requires a good deal of thoughtful planning and careful arrangement if it is to run smoothly. Members of the committee doing the planning must be prepared to give almost full time to the work during the lecture period and for 2 or 3 weeks before and after the course.

The training course has been given without any expense to the community, through utilization of the volunteer services of professionally trained people.

Special Certificates of Birth Registration for Adopted Children

By AGNES K. HANNA

Director, Social Service Division, U. S. Children's Bureau

At the present time many persons who have adopted a child are unable to obtain a certificate of birth registration including data from the child's original birth certificate such as sex and date and place of birth, yet showing his legal name and family relationship acquired by adoption. This difficulty may be due to lack of a law authorizing the registrar of vital statistics to prepare such certificates or to limitations imposed by the statutes. A recently reported case illustrates this latter situation. A child was adopted in a State whose law authorized the preparation of a certificate only for a child *born* in the State, yet the State in which the child was born authorized preparation of a certificate only for a child *adopted* in the State.

It is not a minor matter that this child and many another child must use for school admission and work permits as well as for other purposes later, a certificate of birth showing a name that is not his legal name. If there is any meaning in the basic principle embodied in adoption laws that a child on adoption has the status of the adoptive parents' own child, such status should be fully protected in birth-registration laws. This cannot be done until provision is made in every State for preparation of a special certificate for any child born in the State who is adopted, regardless of the State in which the adoption occurs. At present less than half of the States have such provisions.

The laws of 34 States and the District of Columbia give fairly clear indication of the children that come within the provisions of the law. The law of 1 State does not define the children included, and in 3 other States and Alaska the adoption law provides for issuance by the State registrar of a copy of the

adoption decree, or for report of the adoption to the State registrar. Ten States have no statutory provisions on this subject. Reports from some States indicate that certificates of registration bearing the new name of the child are issued for some adopted children under an administrative ruling.

The following outline of provisions found in these 34 States represents merely an interpretation of statutory provisions that in many States are supplemented by rules and regulations or administrative decisions. Furthermore, the provisions of some of these laws are by no means clearly defined, hence are open to differences in interpretation. The major value of this analysis of the coverage of these provisions in the several States is to call attention to the inadequacy of many of them and to the need for careful consideration, when legislation is being drafted, of the extent to which adopted children can benefit from the proposed plan.

1. Preparation of certificates limited to children adopted in the State.

The laws of 16 States relate only to children adopted in the State. In 7 States the provision is found in the adoption law; hence it relates only to the children for whom decrees of adoption are granted by the courts within the State. The present provisions of the District of Columbia also are in the adoption law. In the remaining 9 States in this group the provision is found in the vital-statistics law, but its application is limited, either specifically or by reference to the adoption law, to children adopted by the courts of the State.

An adopted child may have been born in the same State in which he is adopted or he may have been born elsewhere. Limitation of

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preparation of special certificates to children born and adopted in the State means that a child adopted by residents of the State but born elsewhere cannot obtain a special certificate unless he is fortunate enough to have been born in a State that provides such a certificate for any adopted child born in the State. Even when the law might be interpreted as applying to a child adopted in the State but born elsewhere, no provision is made in this group of laws for a child whose birth record may be on file in the State but who was adopted in another State.

a. The provisions of the following States of this group apparently or specifically limit the preparation of new birth certificates to children born in the State:

Alabama	Idaho	South Dakota
Delaware	Indiana	Washington
Georgia	Kentucky	Wisconsin

b. The provisions of the remaining States are broad enough to indicate the possibility of preparing a certificate for a child adopted in the State but born in a State having no provision for change in the birth record on adoption in another State. Reports from two of these States show that such certificates may be prepared on request of the adoptive parent and submission of a certified copy of the birth certificate of the child.

Illinois		Nebraska
Maine	Mississippi	Ohio
Michigan		Texas

2. Preparation of certificates for children adopted in the State or elsewhere.

Where provisions authorizing the preparation of a certificate for a child adopted in the State or elsewhere exist, they are found in vital-statistics laws. In two States the vital-statistics law provides for certificates for children adopted in other States and supplements the provision in the adoption law for children adopted in the State.

In this group of 18 States the laws provide protection for any child born in the State who has been adopted, whether the adoption was granted by a court of that State or of any other State. The place where the adoption occurs has little significance as compared with the value of having the special certificate pre-

pared by the bureau or division of vital statistics of the State in which the child was born and the original birth record was filed.

a. The provisions of the following States of this group apparently or specifically limit the preparation of certificates to children born in the State:

California	Nevada	Pennsylvania
Connecticut	New Jersey	Tennessee
Florida	North Carolina	Vermont
Louisiana	North Dakota	West Virginia
Minnesota	Oregon	Wyoming

b. The provisions of three States (Maryland, New York, Oklahoma) are broad enough to indicate the possibility of preparing a certificate not only for any child born in the State, but also for a child adopted in the State but born in a State having no provision for change in birth record on adoption in another State. The New York law is the only one that specifically authorizes the preparation of a certificate under these circumstances.

Since adoption laws apply only to children dealt with by courts having jurisdiction in adoption proceedings, provisions in these laws should be superseded by enactment of broader provisions in the vital-statistics law. It is desirable, however, to require in the adoption law that the court send to the bureau or division of vital statistics a report of each adoption with such supplementary information as may be needed for preparation of a certificate. If the child was born in another State, the record can be transmitted by the registrar to the State in which the birth occurred.

It is evident that there is need for broadening and clarifying many State laws on this subject and for enactment of provisions in States having no law. Limitation of the preparation of special certificates to children adopted in the State is a serious matter to a child born in the State but adopted elsewhere. As long as such limitations exist, any State that is concerned with the welfare of a child adopted in the State by residents of the State may be faced with the need for preparing a special certificate based on a birth record of another State. Such a plan should be looked upon, however, as a temporary measure pending the enactment of more adequate provisions in all the States.

BOOK NOTES

STATE SUPERVISORY PROGRAMS FOR THE EDUCATION OF EXCEPTIONAL CHILDREN, by Elise H. Martens. Bulletin 1940, No. 6. Washington, 1941. 92 pp. The organization and supervisory functions and activities of State programs for the education of exceptional children are described in this monograph. Sixteen States are stated to have programs of this nature.

STATE-WIDE TRENDS IN SCHOOL HYGIENE AND PHYSICAL EDUCATION, by James Frederick Rogers, M. D. Pamphlet No. 5 (revised). Washington, 1941. 15 pp.

Looking back over a half century of health work in schools, Dr. Rogers finds unquestioned acceptance of physiology and hygiene as a part of the curriculum, at least in elementary schools; widespread acceptance of physical education with a gradual transition from the gymnastic period to instruction in games and rhythmic activities; and a great variety of legislation providing for medical inspection. Tabular summaries are given of State legislation on physical and health education and on State legislation for medical inspection.

• BIRTH •

• GROWTH •

• CHILD HEALTH •

Public-Health Services in the Clark County Defense Area¹

By ROBERT E. JEWETT, M.D.

Assistant Chief, Bureau of Maternal and Child Health, Indiana State Board of Health

The establishment of large-scale defense programs in semirural and rural counties is attended by serious public-health problems, due to the influx of a large number of workers and their families. A sudden increase in population in an area leads to overcrowding; it overtaxes sanitary, nursing, medical, and hospital facilities, and it increases the seriousness of all community public-health problems. When the United States Army Ordnance Plant was established in Clark County, the army of workers employed in construction and operation of the plant greatly increased the population of the county, and the problems created by a sudden population increase had to be faced. It is not possible in a short article to report fully on progress made in solving all the problems, but the problems may be pointed out, and the progress made in increasing public-health nursing and maternity-nursing services will be discussed.

Before large-scale defense programs were begun in 1940, Clark County had an estimated population of 31,000 (see table), with 13,000

Population, births, physicians, and public-health nurses, Clark County, 1940 and 1941

	1940	1941
Population (estimated)-----	31,000	40,000
Births-----	533	607
Hospital deliveries-----	108	228
Home deliveries-----	425	379
Public-health nurses-----	13	17
Physicians-----	23	23

¹ Nurse employed in the city of Jeffersonville, and one nurse employed by the county tuberculosis association.

persons residing in Jeffersonville, the county seat, and the remainder scattered in the county and the several smaller towns. There were 533 births in the county, 425 occurring in the home and only 108 in a hospital. There were 15 physicians practicing in the city of Jeffersonville, and 8 physicians located in smaller towns

in the county, and there were 3 public-health nurses.

By the beginning of the summer in 1941 the population of Clark County had increased to 40,000, and there was every evidence of overcrowding. Water and sewage facilities were overtaxed, schools were inadequate, and the hospital in Jeffersonville was crowded beyond its capacity. Many trailer camps sprang up, one-family houses were accommodating several families, restaurant facilities were overtaxed, and office and store space was exhausted. The town of Charlestown, closest to the ordnance plant, was the most pressed, and began to take on the semblance of a "boom town."

The need for increased facilities and services was quickly realized by local, State, and Federal officials, and plans have been made to alleviate the situation. Every affected group and agency has assumed its share of responsibility, and at the present time big strides have been made. * * *

Under the direction of the bureau of sanitary engineering of the State board of health and the district health department, efforts were made to provide safe and adequate water supplies, to insure the safe and satisfactory disposal of sewage and garbage, to provide for supervision and regulation of housing and trailer camps and eating establishments, to foster local ordinances designed to insure safe milk supplies, and to plan programs for mosquito abatement.

Most pressing of the public-health needs in Clark County was the need for extension of public-health-nursing services. At the outset there were only three public-health nurses in the county, a nurse employed by the Clark County Tuberculosis Association, an American Red Cross nurse in Jeffersonville, and a general public-health nurse employed by the county in cooperation with the State board of health. Two additional public-health nurses were placed in the county by the State board of health early in 1941, and two public-health

¹ Except for a few paragraphs added by the author, this article appeared originally in *Monthly Bulletin* (Indiana State Board of Health) Vol. 44, No. 2 (February, 1942), pp. 27, 39-40.

nurses especially trained in maternity and infant care were placed there in December 1941.

The public-health nurses of the county, under the supervision of the district health department, and nurse consultants of the State board of health have conducted many group teaching programs for mothers. Other educational programs, covering all phases of public health, have been carried out in the county by personnel of the bureau of health and physical education of the Indiana State Board of Health.

A series of lectures on nutrition and family budgeting was given during January and February 1942 by the nutritionist of the bureau of maternal and child health. This lecture service was designed to reach mothers' groups, teachers, and related groups. Interest and response gradually increased as the groups began to grasp the subject.

A permanent child-health conference has been established in Jefferson by a local sorority in cooperation with county public-health nurses and the bureau of maternal and child health of the State board of health. The community is providing quarters, and necessary equipment and fees for a physician and a dentist will be provided by the bureau of maternal and child health. A qualified pediatrician and a dentist will give their services in conducting the conference. This type of service will be extended to other parts of the county as soon as quarters are available.

Extensive immunization programs have been carried out in Jeffersonville, and programs for the remainder of the county are being stimulated. Fees for physicians conducting immunization programs will be provided by the bureau of maternal and child health. * * *

The Clark County Hospital, situated in Jeffersonville, has been wholly inadequate. Plans have been approved by the State board of health for the building of a 60-bed addition at an approximate cost of \$190,000, with quarters and facilities for prenatal clinics, venereal-disease clinics, or other clinics.

With the great influx of new families into Clark County it was immediately evident that school facilities were inadequate, particularly in Charlestown. By the use of local resources and Federal grants, a large and modern school is being built in Charlestown at an approximate cost of \$600,000 and should be ready for occupancy by September 1942. Plans have been made by the district health department, in cooperation with local authorities, to provide quarters for public-health offices and clinic facilities in the new school building.

A series of educational programs in maternity care was conducted during the latter part

of 1940 and 1941 by the State board of health and the district health department and a series of programs on care of the infant, preschool child, and school child was given by the State board of health in 1941. These programs, which are being continued in 1942, are designed to improve the knowledge of public-health services for mothers and children among the public-health nurses and welfare workers.

One of the most interesting and useful public-health services established in Clark County is the maternity nursing service. The purpose of this service is to provide assistance to the community and to the physician in the battle to reduce the hazards of motherhood and infancy. From 60 to 80 percent of infants born in Clark County are delivered in the home, and with the overcrowding and unsatisfactory conditions frequently encountered it can be a difficult process.

The chief function of the service is to provide the physician in attendance at a delivery with a trained nursing assistant. Other duties of the maternity nurse consist of educating prospective mothers in the hygiene of pregnancy, assisting in preparations for home delivery, carrying out the orders of the attending physician, and supervising the care of the newborn infant. * * *

The maternity nursing service is available to the patients of all physicians who give their approval. From the time of its establishment [December 1, 1941] the service has met with favor, many prospective mothers were soon being called upon, and assistance was provided for three deliveries before the end of December. The service has continued to expand, and eight deliveries were attended during the last week of January. The benefits of this service to the mother, to the physician, and to the community should be great.

Much has been done in Clark County to meet the social and health problems, and much still remains to be done. Housing conditions are improving, and trailer camps are shrinking in size. A program for expansion of the schools and the county hospital is under way, but construction will not be completed for some time. The program to improve sanitary facilities is under way, and it has made great progress. It is felt the greatest progress has been made in increasing public-health-nursing services and in establishing the maternity nursing service. All programs may need to be expanded still more if the press of war increases. Programs for the control of communicable diseases and the protection of public health should be extended now, of all times, for never was it more important to keep our citizens healthy.

Health Services in Hawaii

With women and children crowded into evacuation centers hastily established in public buildings; with schools closed; with communication by radio suspended and a complete black-out of all lights at night; with shipment of food stuffs and other supplies disrupted; and with personnel depleted by the entrance of the Director of the Bureau of Maternal and Child Health on duty with the Army and of the Director of Public Health Education, with the Navy, the Board of Health of the Territory of Hawaii was able to report in December 1941:

Within an hour after the first bombs fell, the executive heads of the health department were in conference and plans and arrangements were made for carrying out the various services which seemed to be required at the moment. * * * After the attack, requests by hospitals and physicians in charge of first-aid units were made for various essential biologics. Prophylactic tetanus antitoxin was in particular demand. * * * An immunization station for inoculation against typhoid fever and vaccination against smallpox was opened in the office of the board of health. Restaurant and general sanitary inspection services were intensified. Food supplies were carefully checked. Dairy inspection service was augmented and every assistance given to insure a continued supply of clean and wholesome milk and dairy products. * * *

In view of the close proximity of residential districts to many military objectives, it became immediately necessary to evacuate large numbers of civilians and military dependents to sections of the island removed from the points of attack. One of the important services rendered by the nursing department was the health supervision at evacuation centers where large numbers were being housed in schools, churches, and other community buildings. A number of nurses reported to first-aid stations and hospitals for emergency nursing services. Other nurses, particularly in rural districts, supervised the setting up of first-aid stations and obtaining necessary supplies for their operation.

In order to make available additional beds in local hospitals for war casualties, it was necessary to evacuate certain patients for home care. Public-health nurses were placed on call for bedside-nursing care of these and other patients upon the request of a physician. Private physicians were notified that this service was available and were urged to utilize public-health nurses when private nurses were not obtainable.

Maternal and Child-Health Conferences.

Notices were sent out to all physicians responsible for maternal and child-health conferences instructing them that "maternal and child-health conferences are to be continued as scheduled unless a dire necessity makes it inadvisable," and that "regular child-health conferences, including immunization against smallpox and diphtheria are to be continued."

On January 9, 1942, a member of the Board of Health of Hawaii wrote:

On December 8 and 9 conferences, both maternal and child health, were poorly attended as one might well expect. Difficulties also arose over physicians

keeping their appointments, as many had been called and had put in long hours, while others were still needed at the military hospitals. However, by the end of the week, conferences in Honolulu were running as scheduled with almost full attendance. It seems to me that this is a splendid example of the population's ability to adjust to even a major shock. Rural Oahu did not have conferences running until a little later, as the limited personnel made substitution difficult.

Obstetric Service.

The same letter reports that relatively few women have been delivered in their homes since the disaster. Only 4 of the 36 licensed midwives in Honolulu are citizens of the United States and, as only citizens are allowed to travel at night under the black-out regulations, the other midwives must either go to the patient's home by daylight and remain until the next day or turn their night cases over to hospitals.

Women are urged to come to the hospitals for delivery and to come during daylight hours if they think labor is beginning, as driving a car or ambulance with dimmed lights through the blacked-out streets is hazardous.

Emergency packs for use in home deliveries have been prepared and are at hand in all rural offices of the board of health. They are available also for the use of private physicians.

Premature Infants.

The home nursing service for premature infants, which was running smoothly before December 7, has been maintained. A physician and a public-health nurse carrying a portable bed and essential clothing for the infant, gowns, masks, and oxygen, reach the home within an hour after the call is received.

Nutrition.

Instructions for using island foods for feeding infants in the absence of imported supplies have been prepared by the nutritionist of the bureau of maternal and child health and have been published in local newspapers.

The "substitutes" suggested for orange juice and for some commercial infant foods have the unusual advantage of being superior to the standard article in many respects. Strained papaya diluted with an equal quantity of boiled water is as rich in ascorbic acid as is undiluted orange juice; home-made guava juice is 10 times as rich; and "pineapple juice will certainly always be available in Hawaii." Native raw sugar contains as much iron as a common brand of corn sirup and 5 times as much calcium.

NOTE.—Compiled from *Hawaii Health Messenger* (Board of Health, Territory of Hawaii), December 1941; from mimeographed material issued by the Board of Health; and from Children's Bureau correspondence.

• **CHILD LABOR** •

• **YOUTH EMPLOYMENT** •

• **VOCATIONAL OPPORTUNITIES** •

General Advisory Committee on Protection of Young Workers

Protection of young workers in wartime was the first subject considered by the Children's Bureau General Advisory Committee on Protection of Young Workers. Appointed in January 1942 for a 2-year term, the 25 members and 5 Government advisers of the committee met for the first time on February 26 and adopted the following statement:

STATEMENT OF PRINCIPLES ON USE AND PROTECTION OF YOUNG WORKERS IN WARTIME

The education and healthful growth and development of children and young people are of fundamental importance to our war effort. They are equally essential in preparing young people to take the vital part which must be theirs in carrying forward during the difficult post-war period.

It is essential that children and youth be sound and well-prepared in body and mind for the immediate urgent tasks which we face today and tomorrow, and that they shall be more, rather than less, well-grounded in the fundamental concepts of democracy for which we are fighting, with a breadth of vision and ability to think clearly on all the issues before us.

For children under 14 years of age, participation in home life, school, and leisure-time activities and play should be regarded as the full-time program.

For children between 14 and 16 years of age the best development of their powers should be the major consideration in relation both to school and to productive employment. For them, education, health, and play are of major importance. Any work in which they are engaged should be such as to contribute to their health and educational development.

For boys and girls between 16 and 18 years of age, the question of continuance in school or entrance to employment should be determined by intelligent planning, rather than on the basis of hasty and ill-judged decisions. Youth between 16 and 18 years of age should be encouraged to remain in school, particularly those whose aptitudes and interests are such that they will gain most by continuing in school. For young people of this age such employment as they are called upon to perform should, as far as possible, lead to an improvement in their skills and educational preparation for life, or at least be accompanied by supplemental education which will achieve that object. Employment for this group, should be safeguarded from too long hours of work, from too great strain, and from work in occupations which are particularly hazardous or detrimental to health or well-being.

Nothing is more important for children and youth of all ages than a program which will aid them to think clearly and independently and to develop initiative and sound judgment in dealing with problems of both the present and the future.

This expression of principles is made for the purpose of providing a guide to wise and well-considered action

as we face problems arising from the critical nature of our national wartime needs.

The members of the committee are:

Chairman, Charlotte Carr, Hull House, Chicago, Ill.
David C. Adie, New York State Department of Social Welfare, Albany, N. Y.
Frederick H. Allen, M. D., Philadelphia Child Guidance Clinic, Philadelphia, Pa.
Mrs. Harris T. Baldwin, National League of Women Voters, Washington, D. C.
Linna E. Bresette, Social Action Department, National Catholic Welfare Conference, Washington, D. C.
John Brophy, Congress of Industrial Organizations, Washington, D. C.
Milt D. Campbell, American Legion, Indianapolis, Ind.
Henry P. Carstensen, Washington State Grange, Seattle, Wash.
Walter D. Cocking, Office of the Administrator, Federal Security Agency, Washington, D. C.
Donald Comer, Avondale Mills, Birmingham, Ala.
Courtenay Dinwiddie, National Child Labor Committee, New York, N. Y.
Mrs. Gladys Talbott Edwards, Farmers Educational and Cooperative Union of America, Jamestown, N. Dak.
Willard E. Givens, National Education Association, Washington, D. C.
Alonzo G. Grace, State of Connecticut Department of Education, Hartford, Conn.
Charles S. Johnson, Fisk University, Nashville, Tenn.
Mrs. William Kletzer, National Congress of Parents and Teachers, Chicago, Ill.
S. Z. Levine, M. D., New York Hospital Children's Clinic, New York, N. Y.
Charles P. McCormick, McCormick & Co., Baltimore.
Ralph McGill, The Atlanta Constitution, Atlanta, Ga.
Josephine Roche, Rocky Mountain Fuel Co., Denver, Colo. Also National Consumers League, New York.
Mrs. Raymond Sayre, Iowa Farm Bureau Federation, Des Moines, Iowa.
Mrs. Charles W. Sewell, American Farm Bureau Federation, Chicago, Ill.
Forrest H. Shuford, State of North Carolina Department of Labor, Raleigh, N. C.
Florence C. Thorne, American Federation of Labor, Washington, D. C.
Mrs. John L. Whitehurst, General Federation of Women's Clubs, Washington, D. C.

Government advisers:

Dr. Maris Proffitt, U. S. Office of Education, Federal Security Agency, Washington, D. C.
W. J. Rogers, Department of Agriculture, Washington.
Martin F. Carpenter, Bureau of Employment Security, Federal Security Agency, Washington, D. C.
Mary H. S. Hayes, National Youth Administration, Federal Security Agency, Washington, D. C.
Clara M. Beyer, Division of Labor Standards, Department of Labor, Washington, D. C.

• EVENTS OF CURRENT INTEREST •

SUMMER COURSES FOR 1942

World Federation of Education Associations (1201 Sixteenth Street NW., Washington, D. C.) will conduct a 5-week Institute on World Problems at the American University, Washington, D. C., July 12 to August 15. Three basic seminars will be held: Backgrounds of the War; Critical Evaluation of the Machinery and Means for International Cooperation; and Post-War Problems.

Courses Sponsored by N. E. A. The Department of Supervisors and Development from June 29 to August 1942. The National Education Association of the United States (1201 Sixteenth Street NW., Washington, D. C.) are sponsoring the following conferences:

July 6-17 Estes Park, Colo., with University of Denver. Subject: Group Planning and Problem Solving.

July 13-24 Florence, Ala., with State Teachers College. Subject: The School as the Community.

July 24-August 7 Chicago, Ill., with Commission on Teacher Education of American Council on Education, and University of Chicago. Subject: Human Development and Education.

Community Nutrition Institute The University of Tennessee announces a community nutrition institute and nutrition demonstration for health education, welfare, and other community workers participating in nutrition programs, June 8 to July 15, Knoxville, Tenn. The Children's Bureau of the United States Department of Labor is cooperating by making the services of one of its nutritionists available as a special lecturer. The institute will be under the direction of Dr. Florence L. MacLeod, from whom information can be obtained regarding enrollment, credit, and expenses.

Workshop in Community Nutrition A workshop in community nutrition will be conducted by the Department of Home Economics at the University of Chicago from July 27 to August 28.

The Children's Bureau of the United States Department of Labor is cooperating again this year by making the services of staff members available as instructors. Information regarding this course can be obtained from the director of the course, Lydia J. Roberts, chairman of the Department of Home Economics at the University of Chicago.

Institute at New York School of Social Work The New York School of Social Work, Columbia University, offers three institutes during the summer quarter. Two of the courses scheduled for July 20-31 (Volunteers in the Defense Program and Public Medical-Care Programs) will be given by specially qualified members of the Children's Bureau staff.

July 20-31 (Volunteers in the Defense Program and Public Medical-Care Programs) will be given by specially qualified members of the Children's Bureau staff.

Social Adjustment of Children

The Graduate School of Social Work of the University of Southern California, Los Angeles, is offering a 6-week course from June 20 to July 31 on Social Adjustment in Children and a 5-week course from August 1 to September 4 on Community Resources and Organization.

Child Development

Mills College, Oakland, Calif., is offering a summer course in Child Development from June 29 to August 8. This course is offered not only for undergraduate and graduate students who intend to specialize in the field of child development but also for persons already engaged in work with children. Observation of organized play groups for children and opportunity for directed teaching in nursery schools are provided for qualified students.

Sight-Saving Courses

The National Society for the Prevention of Blindness (1790 Broadway, New York) has announced that it is cooperating with the following colleges and universities in offering summer courses for the preparation of teachers and supervisors of sight-saving courses:

June 22-August 1 Peabody College for Teachers, Nashville, Tenn.

June 29-August 7 Wayne University, Detroit, Mich.

June 29-August 7 State Teachers College, Buffalo, N. Y.

July 6-August 14 Teachers College, Columbia University, New York.

Physical Therapy Program

A graduate program in physical therapy, sponsored by the American Physiotherapy Association, will be given at Northwestern University Medical School, Chicago, July 6-24. Courses will be given on human physiology, applied anatomy, and use of physical therapy in injury.

CONFERENCE CALENDAR

June 8-12 American Medical Association. Ninety-third annual meeting, Atlantic City, N. J.

June 10-12 National Society for Crippled Children. Conference meeting, Wilmington, Del. (This meeting replaces the annual meeting scheduled for October 18-20, as well as the institute scheduled for June 15-19.)

June 21-25 American Home Economics Association. Thirty-fifth annual meeting, Boston.

June 21-27 American Library Association. Sixty-fourth annual conference, Milwaukee.

June 22-24 Masonic Homes Executives Association of the United States of America. Twelfth annual conference, Wichita, Kans.

June 28-July 2 National Education Association. Eightieth annual convention, Denver.

June 28-July 3 American Physiotherapy Association. Twenty-first annual conference, Williams Bay, Wis.

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